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ABSTRACT

This curriculum guide is intended to prepare students for entry-level employment in the health care industry. The two-year program, designed to be used in high schools in New York City, will prepare students to assist in various health career settings such as doctors' offices, hospital clinics, and group practice facilities. The curriculum guide, which includes material for the two-year program, is divided into two one-year segments--medical assisting/general, and medical assisting/ophthalmic--and is intended to be taught two periods a day, five days a week. The five units of the first-year segment cover these topics: introduction, related sciences, office administration, diagnostic procedures, and therapeutic procedures, while the second year's program contains five units: introduction, related sciences, office maintenance, diagnostic procedures, and therapeutic procedures for the ophthalmic field. Each unit consists of performance objectives and tasks to meet the performance objectives, keyed to teaching content. Teaching content is presented in a three-column format: tasks, development of technical skills, and reinforcement of basic skills. In addition, the guide contains a supplement on implementing basic skills into the curriculum. The supplement indicates various teaching approaches that can be used for the reinforcement of basic skills in prevocational and vocational/technical education. The guide also contains a bibliography, sample lesson plan, and sample test questions. (KC)

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MEDICAL ASSISTING

SECONDARY LEVEL CURRICULUM

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Foreword

The Medical Assisting Program will prepare students for entry-level employment in the health care industry. The students, as medical assistants, will be able to assist in various health career settings such as doctors' offices, hospital clinics, and group practice facilities.

Students will be apprised of the employment possibilities in the health care industry, and/or opportunities that exist for post-secondary education which will enable them to move up the career ladder.

Medical Assisting is a two year program that is offered at the beginning of the 11th year. The curriculum is divided into two one-year segments, namely, Medical Assisting/General and Medical Assisting/Ophthalmic. This 2 year program consists of two periods per day, five days per week. Prerequisites for enrolling in the Medical Assisting program are "Introduction to Health Careers," given in the tenth year, one period per day, five days per week for one school year, and one year of typing.

In order to prepare students to meet the increased challenges brought about by changing technologies, renewed emphasis has been placed on the reinforcement of basic skills competencies. The third column of this curriculum guide contains a variety of activities which may be used for the strengthening of related mathematics, reading and communications skills. These activies are highlighted under such headings as Related Math, Reading Comprehension and Writing Skills. In addition, this manual contains a supplement entitled "Basic Skills - Suggestions for Implementation," which is located towards the back. The supplement indicates various teaching approaches which can be used for the reinforcement of basic skills in pre-vocational and vocational/technical education. It is suggested that teachers review this supplement and implement the procedures in conjunction with specific basic skills activities which appear throughout this curriculum guide.

Acknowledgments

The development of the experimental course of study in Medical Assisting is a curriculum project that was initiated by the Office of Occupational and Career Education, George R. Quarles, Chief Administrator, Dr. Howard Friedman, Deputy Administrator, and Mary Gaskin, Director of Support Services. Guidelines for standardizing the course of study were suggested by the Bureau of Health Careers, Mary V. Wiles, Assistant Director, Beverley Cohen, Coordinator, and Lucy Banks, Coordinator.

Overall supervision was provided by the Occupational Curriculum Unit, Jack H. Dixon, Coordinator, with the assistance of Dr. Arthur Golomb, Curriculum Specialist, and Brenda Fryson, Basic Skills Specialist.

The curriculum committee responsible for developing the course content included Alma Young Christopher, Teacher of Nursing at John Dewey High School and Mary Ann Claxton, Teacher of Nursing at Mabel Dean Bacon High School.

The bulletin was reviewed for content by the Medical Assisting Subcommittee of the Health Care Educational Advisory Commission. The Commission is comprised of representatives from the health care profession. It was subsequently prepared for printing by the members of the Editorial/Production Unit of the Office of Curriculum Development and Support, Dr. Morris Freedman, Director. OCDS is a part of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director.

Typing of the original manuscript was done by Toni LoBosco.

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Suggested Time Allotments

Medical Assisting/General

Unit I	Introduction	1 week
Unit II	Related Sciences	10 weeks
Unit III	Office Administration	10 weeks
Unit IV	Diagnostic Procedures	10 weeks
Unit V	Therapeutic Procedures	10 weeks

Medical Assisting/Ophthalmic

Unit I	Introduction	1 week
Unit II	Related Sciences	10 weeks
Unit III	Office Maintenance	10 weeks
Unit IV	Diagnostic Procedures	10 weeks
Unit V	Therapeutic Procedures	10 weeks

Medical Assisting: *General*

Unit I *Introduction*

Suggested Time: ***One Week***

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

-Identify duties and responsibilities of the medical assistant

-List the names of local schools which offer training in this community

-List the qualities of a medical assistant

-Identify places of possible employment

-Define medical ethics

-Describe the opportunities for men and women in the medical assisting field

-Evaluate the changing roles of men in medical assisting

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
The Medical Assistant		
Development in health care industry	Discuss: .historical background .development of the title "Medical Assistant"	
Present need	Explain and discuss: .general areas of employment .physician's office .group practice .hospitals, clinics or public health centers .institutions .armed services .Medicare .business world .free-lance work .teaching .medical reference libraries	Writing skills List the duties and responsibilities of the Medical Assistant in these positions.
Future needs	Discuss: .role of medical assisting in: .fertilization of human egg cells in laboratory .modification of genetic traits .transplanting	Research skills Discuss use of library as source of information. Review function and use of periodical section. Assignment Prepare two-page report on the topic: "The Role of the Medical Assistant: 2000 A.D."

		Utilize various professional journals for background material
Job duties	Discuss: .responsibilities of medical assistant as: .technician .receptionist .housekeeper .bookkeeper .office manager	Related vocabulary housekeeper receptionist office manager technician Writing practice List the duties of the medical assistant under the above responsibilities.
Job search	Discuss: .use of newspaper advertisements .employment agencies .school placement centers .medical personnel department	Writing skills Review business letter format. Discuss basic elements of letter of application.
	Discuss: .preparing letter of application .submitting of resume .interview process .writing letter of thanks to interviewer .calling office to determine if position has been filled	Assignment Write letters of application to prospective employers. Oral communications/simulations Use telephone or simulator to practice making post-interview call.
Job preparation		
Types of programs	Discuss: .training in: .public schools	Writing practice Write for brochures from a college and private school.

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Types of programs (cont'd)	.private schools .colleges	Compare course offerings, costs, program lengths
Professional organizations	Discuss: .AAMA-American Association of Medical Assistants .certification .advanced courses .seminars	Show copies of professional publication, The Professional Medical Assistant Reading comprehension Distribute article from professional journal Have students read aloud and discuss. Assignment Prepare a summary of the article.
General employment practices	Discuss: .approximate salaries .hours .fringe benefits .sick leave .vacation .pension .medical insurance .dental insurance	Reading comprehension assignment Select employment ads from a variety of newspapers and compare: .hours of work .salaries .fringe benefits Invite practicing medical assistant to discuss job factors with students.
Job qualifications	Discuss: .knowledge of: .typing .basic English and mathematics	Oral communication/simulation Have each student share with class the qualities he/she would look for if he/she were the hiring physician.

Job qualifications (cont'd)

Discuss:
- .medical terminology
- .business law
- .medical practice
- .nursing arts
- .routine medical skills

Personal traits

Discuss:
- **.intelligence**
- **.personality**
- **.dependability**
- **.neatness**
- **.accuracy**
- **.responsibility**

Student activity

Distribute a list of personal qualifications.
Have selected students roleplay poor examples of specific standards.
Have remainder of class prepare evaluation critique.

Related vocabulary

fringe benefits	**sick leave**
pension	**annual leave**
accrue	

Related mathematics

Review multiplication of whole numbers and mixed numbers
Illustrate computation of annual leave and sick leave.

Example: Mr. A accrues 1½ days per month sick leave. How many days does he accumulate in three months; in five months; in twelve months.

Prepare word problems for classroom review.

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills instructional Aids
Physical aspects	Discuss: .appearance .cleanliness of skin, hair, hands and feet .use of deodorants .cosmetics .appropriate dress .posture and poise .nutrition .sleep .exercise and recreation	Students activities Experiment with cosmetics and appropriate hair styles. Evaluate each other's appearance objectively under teacher supervision. Practice handwashing technique. Utilize good body mechanics. Practice sitting, standing and walking. Writing practice Prepare personal daily hygiene schedule to include: .time .activity .purpose
Mental and emotional aspects	Discuss: .mental and emotional health .self-understanding .self-respect .sense of humor .self-control .common sense .integrity .sense of moral and ethical values .ability to accept criticism .patience .objectivity	Homework assignment List the stages of emotional development. Discuss: outside problems and how they effect a chain reaction in the office Discuss: Daily behavior as a commitment to good interpersonal relationships Show film "A Case in Point."

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Uniform and grooming	Discuss: .pros and cons of wearing a uniform and jewelry .cleanliness of uniform and appropriate underclothing .need for watch with second hand	Demonstrate class inspection Use class inspection chart to indicate those who are properly attired. Students' activity Select appropriate uniforms from various catalogues. Related mathematics Utilize watch correctly in relation to: .taking temperatures .timing treatments, etc.
Working with other personnel	Stress: .importance of team work with other personnel .nurse .x-ray technologist .inhalation therapist .EKG technician .EEG technician .medical transcriber .insurance clerk .bookkeeper .office manager	Homework assignment Research the following for members of the health team: .educational requirements .responsibilities .salaries .schools in the community offering the training Research skills Discuss publications: .Dictionary of Occupational Titles .Occupational Outlook Handbook
Ethics and Law	Discuss: .sections of medical ethics which define authority and responsibilities of	Discuss conduct of the medical assistant and how it affects the physician as well as his/her own performance.

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Ethics and law (cont'd)	various licensed professional and non-licensed support personnel application of medical ethics to the position of medical assistant	Related vocabulary administer, agent, assault, battery, negligence, dispense, ethics, invasion of privacy, prudence, liable, statute, suit, subpoena
Confidentiality	Discuss importance of maintaining secrecy in patient matters for legal and ethical reasons	
Consent forms	Explain importance of obtaining correct consent forms with signature	Written communication Write a letter to the publisher requesting the pamphlet "Medicolegal Forms with Legal Analysis."
Malpractice	Discuss keeping legal records on patients.	Have students identify those actions which may open them to the possibility of a law suit.

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Career awareness

Career ladder

Discuss:
- .increase in employment opportunities in
  - .hospitals
  - .clinical laboratories
  - .pharmaceutical houses
  - .welfare agencies
  - .insurance companies
  - .public health departments
  - .clinics
  - .surgical firms
  - .private industry

Explain **possible advancement to position of office manager and/or business manager in group practice.**

Discuss other types of employment opportunities which may develop **because of the increasing population.**

Arrange for guest speaker

Invite a representative from the personnel department of the local hospital to speak on career opportunities.

Writing assignment

Have students write a letter to one of the potential employers applying for a job as a medical assistant.

Related vocabulary

resume	qualification
potential	evaluation
paramedical	candidate
appointment	personnel
department	specialize

Sex equity

Opportunities for men and women

Discuss:
- .traditional roles of women as:
  - .nurses
  - .doctor's assistant
  - .receptionist

Related vocabulary

traditional	discrimination
non-traditional	prohibit
segregation	sex
professional	executive

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
	Discuss: .job options for men as: .paramedics .medical secretaries .medical typists	Related vocabulary (cont'd) apprenticeship administrative
Changing roles for men	Discuss: .men as paramedics .medical secretaries .medical transcribers	Writing assignment Have students look up the meaning of the above vocabulary and write sentences for each word.
		Homework assignment Have students prepare a two page report on: "The Changing Role of Men in Today's Society."
Employment barriers		
Obtaining a job	Discuss: .stereotyping of jobs by sex .breaking the stereotype .affirmative action .Title VII of Civil Rights Act of 1964	Plan for speaker: Invite a male and a female employee representative from the medical assisting field to visit class and share their experiences with students.
On-the-job	Discuss: .acceptance by co-workers .pressures from boss .male/female relationships .Equal Pay Act of 1963	

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Unit II *Related Sciences*

Suggested Time: ***Ten Weeks***

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

- -Identify the normal functions and structure of body systems
- -Identify some common disorders of body systems
- -Define terms applicable to body systems
- -Identify sources of drugs and their uses
- -Calculate medication as ordered
- -Perform handwashing technique and gowning
- -Prepare items for disinfection and sterilization
- -Set up a sterile field

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Structure and function of the body	Discuss functions of cells, tissues and organs.	With the use of overhead projector show transparencies of cells, tissues and organs.
Basic structure		
Cells	Discuss: .cytoplasm .cell membrane .nucleus	Identify characteristics of various tissues Use microscope and teacher-prepared slides.
Tissues		Related vocabulary muscle tissue — cartilage nerve — fat epithelial — white fibrous blood — yellow elastic bone — systems
Organs		
Skeletal system	Discuss: .types of bones .long .flat .short .irregular	Demonstration: Show a long beef bone chopped in half. Have students identify each part of the bone.
	Discuss: .main functions .shape to the body .attachment of muscles, etc. .protection .formation of blood corpuscles	Oral communications/simulation Using the model of the human skeleton identify the following: .cranium .olecranon process .zygomatics .vertebrae .atlas .tibia .patella

Injuries and disorders		
Fractures	Explain: .types of fractures .simple .compound .comminuted .greenstick	Dictionary study Define the types of fractures and record in notebook.
Disorders	Discuss: .common disorders of the bones .dislocation .sprain .fracture .osteomyelitis .scoliosis .tumors	Reading comprehension/research Identify the causes, symptoms, treatment and prevention of some common disorders of the bone. Student activity Practice applying elastic bandage to a sprain. Practice preparing an arm sling for fractured arm. Safety precaution: .maintain adequate circulation to injured parts
Muscular system	Discuss: .three basic types of muscles .voluntary .involuntary .cardiac	Student activity Examine various types of meat under compound microscope and note the different fibers.

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Muscular system (cont'd)	Discuss: .functions of muscles .move body .keep body erect .generate heat	Spelling and writing practice Draw and label these body fibers in your notebook. Describe how these fibers differ in appearance.
Attachments	Explain: .attachment of muscles .both ends of bones .cartilage .ligaments .tendons .skin	Related vocabulary deltoid, biceps, triceps, pectoralis, rectus abdomis, extensors, trapezius, latissimus Dorsi', gluteus Maximus, gastroenemius, tendon of Achilles Student activity Locate, on your classmates, the following muscles: .muscle which raises the arm .muscle which moves the head .muscle which flexes the arm
Injuries and diseases	Explain: .common injuries and disorders .arthritis .bursitis .abdominal hernia .muscle fatigue .stiff neck .tetanus .paralysis	Reading comprehension/research Identify the causes, symptoms, treatment and prevention of some common injuries and disorders of muscles. Identify the muscles important in breathing.

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Injuries and diseases (cont'd)

Explain:
- .muscular dystrophy
- .flat foot

Reading comprehension

Review reading skills needed in reading technical material.
Discuss the use of a medical dictionary to locate meanings and determine the pronunciation of unfamiliar terms.
Assign related passages in selected text.

Assignment

Read the passage.
Prepare a chart identifying the causes, symptoms, treatment and prevention of muscle injuries and disorders.

Circulatory system

Discuss:
- .components of circulatory system
  - .heart
  - .blood
  - .lymphatics

Discuss
functions of the parts of the circulatory system

Related vocabulary

oxygenated blood	auricle
deoxygenated blood	vena cava
myocardium	ventricle
pericardium	aorta
platelets	capillaries
plasma	veins
serological	arteries
stethoscope	systolic pressure
sphygmomanometer	diastolic pressure

Prepare and show:
- .charts, models and transparencies of parts of heart, blood, vessels and lymphatic system.

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Phases of circulation	Discuss: .two phases of the circulation of the heart .general .pulmonary	Research assignment Prepare a report on the life of Dr. Charles Drew. Include source information (title, author, publisher, publication date and place).
Blood types and clotting	Explain: .blood types and RH factor .mechanism of clotting	Writing practice From your classroom notes, trace the flow of blood from the heart through the body and back to the heart.
	Demonstrate use of stethoscope	Related mathematics Review metric readings in millimeters. Demonstrate readings and recording of systolic and diastolic pressure.
		Student activity Determine classmates' blood pressure Record results at rest and after exercise.
		Research assignment Prepare a report on the causes of hypertension. Discuss effects of diet, disease and weight. Be prepared to discuss in class.

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Disorders

Discuss:
- .some diseases of
  - .heart
  - .blood
  - .blood vessels and disorders of blood pressure

Demonstrate
- use of sphygmomanometer

Nervous system

Discuss:
- .components of nervous system
  - .columnar central
  - .peripheral
  - .autonomic

Explain:
- .functions of the nervous system
- .a reflex act

Reading comprehension

Review reading skill: interpreting technical materials

Review use of medical dictionary to identify unfamiliar terms.

Assign related passage on the circulatory system from selected text.

Assignment

Based upon your reading, describe each of the following terms in your own words:

.anemia	.hemorrhoids
.arteriosclerosis	.endocarditis
.angina pectoris	.phlebitis
.coronary thrombosis	.embolism

Oral communications/simulation

Use anatomical charts of the nervous system to classify organs and their functions.

Related vocabulary

cerebellum	convolutions
cerebrum	hemispheres
medulla	meninges
myelin sheath	gray matter
meningitis	white matter

Spelling/writing practice

Draw and label a neuron in your notebook.

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Disorders	Discuss: .diseases of nervous system .cerebral vascular accidents .cerebral palsy .encephalitis .neuritis .neuralgia	Writing practice From classroom notes, prepare chart identifying causes, symptoms and treatments of some common disorders of the nervous system.
Special sense organs	Discuss: .structure and functions of: .eye .ear .tongue .nose	Show models of eye, tongue, taste buds and nose. Writing practice Prepare short essay on How Our Senses Work For Us.
Disorders	Explain: .common disorders of the special sense organs .cataracts .conjunctivitis .alites media .glossitis	
Respiratory system		
Components	Discuss: .components of the respiratory system .trachea .bronchi	Show selected slides on the respiratory system.

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Components (cont'd)	Discuss: .lungs .alveoli	**Related vocabulary** alveoli — lungs bronchi — trachea bronchioles — external respiration inhalation — internal respiration exhalation
Functions	Explain: .process of breathing .exchange of oxygen and carbon dioxide	**Oral communications** Discuss importance of using correct terminology in discussions with supervisors and peers. Review use of syllabication (word division) to aid in pronunciation of unfamiliar terms. Stress importance of practice with new terms.
		Assignment Select several students to present one-minute discussions on the role of the ribs and diaphragm in the breathing process. Have class critique for correct use of terms and completeness of thoughts (sentences).
Disorders	Discuss: .common disorders .common cold — .sinusitis .bronchitis — .pharyngitis .cancer — .tonsillitis .laryngitis — .tuberculosis .pneumonia	**Vocabulary development** Review suffixes -itis and -osis. Discuss definition and pronunciation of each.

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
		Assignment Try dividing these words into syllables. Use the dictionary to check your work .bronchitis .conjunctivitis .laryngitis .encephalitis .neuritis .glossitis **Student activity** Practice mouth-to-mouth resuscitation and external cardiac massage.
Digestive system	Identify: .organs of the digestive system and state their functions .mouth .glands .esophagus .intestines .stomach	Show: .selected film on the digestive system **Writing practice** From classroom notes, prepare a chart showing each accessory organ and its function. Include a small drawing of each organ.
	Discuss: .enzymes used in digestion and their source Discuss: .process of absorption .issue drawing of villus	**Assignment** Have students write what happens during the various stages in the digestion of a ham sandwich with mayonnaise and lettuce and a glass of milk. **Related vocabulary** digestion peristalsis duodenum ptyalin lacteal pylorus chyme bile

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Disorders	Discuss: .common disorders .carcinoma .chronic constipation .hernia .gallstones .appendicitis .diarrhea .ulcers .hemorrhoids	Reading comprehension/research Identify the causes, symptoms, treatments and prevention of common disorders of the digestive system.
Excretory system	Discuss: .components of the excretory system and their functions .lungs .kidneys .skin and its accessory organs .intestines	Related vocabulary acetonuria — enuresis diuresis — kidney stones dysuria — glycosuria micturition — albuminuria suppression — sudoriferous hair — sebaceous psoriasis
	Explain: .flow of urine from the kidneys to the exterior	Show selected film on the excretory system.
Disorders	Identify: .common disorders: .cystitis .anhydrosis .pyelitis .nephritis .dermatitis	Spelling/vocabulary assignment Draw a nephron and label its parts. State the function of each part.

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Disorders (cont'd)	Identify: .kidney stones .hyperhidrosis .miliaria rubra .tuberculosis of the kidney .acne	Oral communications Conduct class debate: Is Cigarette Smoking Life-Threatening: Yes or No? Discuss sources of information for each viewpoint. Discuss biased and unbiased opinions. Show: .selected film on the reproductive system .transparencies illustrating position of the male and female organs
Reproductive system	Discuss components of the male and female reproductive system Explain: .functions of male and female reproductive system .menstrual cycle .conception	Related vocabulary conception — genetics inherited — gonads congenital — zygote semen — DNA
Disorders	Discuss: .disorders of the male and female reproductive system .tryptorchidism .infections .prostatitis .sterility .tumors .menstrual disorders .carcinoma .salpingitis	Writing practice From classroom notes, prepare a chart identifying the causes, symptoms, treatments and prevention of common disorders of the male and female.

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Pregnancy

Disorders

Endocrine system

Disorders

Discuss:
- .signs and symptoms of pregnancy
  - .presumptive
  - .probable
  - .positive

Explain:
- .abortions
- .ectopic pregnancy
- .toxemia

Discuss:
- .components of the endocrine system and their functions
  - .pituitary
  - .thyroid
  - .parathyroid
  - .pancreas
  - .adrenals
  - .gonads

Explain:
- .common disorders of the endocrine system
  - .goiter
  - .hyperthyrodism
  - .tetany
  - .dwarfism
  - .menstrual disturbances
  - .gigantism
  - .diabetes

Related vocabulary

trimesters	sperm
lactation	fertilization
ovum	fetus
menopause	RH factor
ovulation	conception

Reading comprehension/research

Locate meaning of following terms and write in notebook

- .external secretion
- .internal secretion
- .hormones
- .puberty

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Microbiology History	Discuss: .contributions of .Pasteur .Lister .Van Leeuwenhoek	Research/writing skills Review format and function of footnotes in reports. Assignment Prepare a report on the following thyroid function tests: .basal metabolic rate .protein-bound iodine Explain when and why each is ordered Include footnotes for all references used.
Microorganism	Discuss: .various microorganisms .bacteria .rickettsia .fungi .viruses .protozoa	
Types	Distinguish types: .non-pathogenic .pathogenic	
		Oral communication/simulation Using prepared slides showing various microorganisms, examine and discuss findings on various types.

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Growth	Discuss: .various conditions affecting growth of bacteria .food .moisture .temperature .oxygen .light .dead and living matter	Related vocabulary toxins — streptococcus fermentation — staphylococcus pasteurization
Transmission	Discuss: .direct contact .indirect contact .droplet spread .vehicle	Student activity Using petri dishes, take a sample from specimen, squeeze directly into dish, etc. Cultivate and share findings.
Medical asepsis	Define medical asepsis Discuss: .medical assistant's role in preventing the spread of organisms	Related vocabulary medical asepsis — isolation cross-infection — self-inoculation infection
Purposes	Discuss: .main purposes .preventing reinfection .preventing cross-infection .preventing self-inoculation	

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Handwashing	Demonstrate handwashing	Stress: .washing hands before and after contact with each patient
Isolation	Discuss and demonstrate: .isolation technique .double bagging .gown technique .mask technique Explain reverse isolation	Demonstrate: .mask and gown technique Student activity Practice gowning and putting on masks. Practice handwashing technique.
Surgical asepsis	Demonstrate: .role of assistant in: .surgical scrub .assisting with gowning .masking and application of gloves .removal of contaminated materials .preparation of clean equipment for sterilization Discuss and demonstrate: .opening of sterile supplies .setting up a sterile field	Related vocabulary contaminate Safety precaution: .stress awareness of contamination

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Sterilization

Procedure

Demonstrate sterilization of:
- .instruments
- .glassware
- .rubber goods
- .towels
- .solutions
- .plastic tubing
- .needles
- .percussion hammer

Discuss methods including:
- .chemicals
- .autoclave
- .sterilizer
- .dry heat
- .chemicals

Oral communications/simulation

In small groups, review articles listed on left and determine best method of sterilization and length of time.

Packs

Discuss:
- .serving as a barrier for contaminants

Demonstrate:
- .wrapping various size articles

Related vocabulary

germicide venting packs

Student activity

Practice wrapping various size packs for the autoclave.

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Drugs		
Sources	Discuss: .sources of drugs .plants .minerals .animals .synthetics	Reading comprehension Assign related passage in selected text. Assignment Using textbook as source, prepare list showing examples of drug sources and their uses.
Standard	Discuss: .standardizing of drugs .United States Pharmacopeia .National Formulary	Related vocabulary antihistamines cathartics antibiotics emetics anticoagulants expectorants antidiarrheals hormones Vocabulary development Review definition of prefix "anti." Show use of prefix with various medical terms. Have students practice formulating definitions based on word parts (prefix-root-suffix).
Forms	Explain: .forms of drugs .emulsions .tinctures .solutions .spirits .syrups .lotions .elixirs .liniments	Speaker Invite physician to give a lecture on drug abuse. Provide question and answer period.

Forms (cont'd)	Explain: .capsules .sprays .pills .tablets .suppositories	
Actions	Discuss: .action of drugs .analgesic .depressants .narcotics .sedatives .stimulants	Writing practice On index card locate: .common dosages .methods of administration .types of medication .contraindication for selected drugs Prepare identification cards for selected drugs.
Legislation	Explain: .Controlled Substance Act .role of the assistant in maintaining records .state laws governing drug administration by medical assistant	Reading comprehension/research assignment Using library resources, prepare chart of drugs controlled by federal legislation.
	Discuss: .Narcotic Court .importance of checking medicine cabinet	Related mathematics With class, set up system of inventory control of drugs. Review use of signed numbers to indicate daily usage.
Administration	Discuss: .principles of drug administration .correct preparation .orders noted on chart .record administration of drugs	Homework assignment Using outside resources define trade name and generic name.

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Administration (cont'd)	Discuss reasons for dating and initialing all medication Methods of administration: .parenterally .inunction .inhalation .internal insertion .subliqually .orally	Student activity Practice following a physician's order for administration of an oral medication. Use medicine cups, pour out the "medications" and follow steps to give medication. Roleplay with fellow students.
Computation	Demonstrate: .computation of drugs (ratios and proportions) when following cases are given: .if dose ordered is same as dose on hand .if dose ordered is smaller or larger than dose on hand .if dose ordered is in one system and the medicine on hand is in another system .if drug is in a solution and dose ordered is larger or smaller than dose on hand Discuss: .systems of measurements .metric .apothecaries	Related mathematics Practice computing sample orders of medications and record in notebook. If doctor orders a drug that comes in solution form (diluted) it may be necessary to compute the dosage. Example: Ordered: 25mg On hand: 5mg per ml To determine how much is to be given, use proportion method mg:ml = mg:ml 5:1 = 25:x 5x = 25 x = 5ml to be given Proof: (5:1 = 25:x) 5x5 = 1x25 5:1 = 25:5 25 = 25

Computation (cont'd)	.equivalency charts for volume and weights	
Medical abbreviations	Discuss: .common abbreviations used in drug administration .aa of each .a.c. before meals .b.i.d. twice a day .cc cubic centimeter .mg milligram .ml milliliter .q.i.d. four times a day .Roman and Arabic numbers, signs and symbols	Dictionary study Differentiate between the terms pharmacology and chemotherapy. Spelling practice Dictate drug administration orders. Have students check papers for correct abbreviations.
Storage	Discuss: .storage according to classification .refrigeration .replenishing according to expiration date	Student activity Practice setting up medication cabinet of simulated drugs.

Unit III *Office Administration*

Suggested Time: ***Ten Weeks***

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

- -Select an appropriate appointment book for an office
- -Schedule appointments according to efficient guidelines
- -Complete personal histories of clients
- -Utilize appropriate abbreviations for charts
- -Write correspondence using components of standard forms
- -Operate the calculator, typewriter and computer terminal
- -Identify and utilize postal services efficiently

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Appointment book		
Choosing the right kind	Discuss: .various types and syles of appointment books .how a book should: .conform to desk space .open flat .allow space for information	Writing skills Discuss key phrases to be used in appointment book .name - obtain full name .address - obtain home and mailing address .telephone - repeat to be sure of accuracy .purpose of visit - allow time as needed .by whom referred Discuss importance of legible handwriting.
Establish the matrix	Discuss and demonstrate: .using three columns: .when .who .why .blocking off in advance (in pencil) when doctor is not available .days off .hospital rounds .holidays .lunch .meetings	Writing practice/simulation Provide practice in making entries into appointment book. Related vocabulary appointment — appointment system matrix — blocking out hospital rounds Spelling practice anesthesiologist — pharmacist answering service — stationery laboratory — surgical supply

Make appointments		
On telephone	Demonstrate and explain: .making the appointment .telephone techniques Stress: .being alert .being pleasant .talking naturally .speaking distinctly .being expressive	Oral communications/simulation Use teletrainer or other simulator for practice in making appointments by telephone Have students evaluate for word usage, diction and voice control.
In the office	Demonstrate and explain: .looking at the client .writing name and telephone number	Show film, "A Manner of Speaking." Distribute pamphlet, "Winning Ways with Patients." Reading comprehension Develop reading comprehension questions based on information in pamphlet.
Exceptions to appointment system	Discuss: .contact with: .emergency patients .acutely ill patients .physician's referrals	Oral communications Have students ask and answer appropriate questions such as: .Does the patient have a temperature? .Is there a rash on the body? .How long has the person been ill?

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
		.When did the accident occur?
Reschedule appointments	Stress use of filling openings with names of patients who wish to see the doctor earlier	Show transparencies illustrating rescheduling of appointments
		Related vocabulary emergency patient — reschedule acutely-ill patient — diagnostic test discharge — treatment
Follow-up	Demonstrate: .future appointments for routine follow-up of: .treatments .hospital admission .discharge .diagnostic tests	
Family history	Explain medical questionnaire	
	Discuss: .subjective information .objective information	Show samples of medical questionnaires.
Personal	Demonstrate: .use of questionnaire .technique for asking follow-up question	Oral communications/writing simulation Practice taking family and personal histories. Stress importance of: .taking information in private .informing doctor of times when patient appears to withhold information

Note taking

Demonstrate:
- .taking notes
- .use of problem-oriented medical record

Discuss soaping notes
- S-symptoms of complaints
- O-objective findings relative to problem
- A-assessment of status
- P-plan for treatment

Discuss use of descriptive phrases

Stress:
- .importance of legible handwriting
- .importance of accurate spelling
- .importance of careful listening

Word usage

With class, develop a glossary of descriptive phrases which are appropriate for use in the medical record.

Communication/simulation

Prepare individual medical records based on patient interviews.

Writing skills

Review use of period, question mark and exclamation point. Review use of capital letters in abbreviations and sentences.

Provide medical report in which end marks have been omitted.

Assignment

Rewrite medical report, including all end marks where appropriate.

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Medical abbreviations	Discuss: .use of abbreviations in notetaking .examples of commonly used abbreviations A.M.A.-American Medical Association B.M.R.-basal metabolic rate C.B.C.-complete blood count E.K.G.-electrocardiogram D.O.A.-dead on arrival Path -pathology P.R.N.-as necessary	Related vocabulary Include all medical abbreviations in notebook. Prepare information sheet of medical abbreviations. Spelling practice/vocabulary Provide matching quiz or other means of reviewing medical abbreviations.
Use of the typewriter	Review .typewriter parts and keyboard .general typing techniques .tabulation and centering	Review: Students should have completed a course in typing prior to Medical Assisting study.
Business correspondence	Discuss: .components of standard letter forms .date line .inside address .attention line .salutation .subject line .body of letter .complimentary close .typewriter signature .reference initials .enclosure .second page heading	Student activity Compare and type in two forms, a clear, concise and courteous business letter. Spelling skills Review spelling of commonly used ei-ie words. Examples: .receive .brief .height .receipt .grief .weight Spelling practice Dictate letter using ie-ei words. Have students type (write) in correct format.

Letters	Discuss: .two letter forms commonly used in physician's office .block - all lines start flush with the left margin .modified block - more balanced on page	Student activity Practice typing four business letters, two in block, two in modified block form.
Forms	Demonstrate: .completion of .narcotics reports .vital statistics .communicable diseases .police reports .hospital forms .commitment of mental patients	Writing practice Provide patient health information (oral and written). Have students complete a variety of forms.
Use of calculator and adding machines.	Demonstrate: .use of the calculator Discuss: .variety of machines available .selection of most appropriate machine	Related math Provide exercises in performing various operations with calculators and adding machines.
Use of computer terminal	Demonstrate and discuss: .adding information to a file kept in a computer .retrieving information from a computer terminal	Discuss: .computer language .Pascal .Basic .Fortran

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Use of computer terminals (cont'd)	Demonstrate and discuss ICDA coding and filing procedure	Related vocabulary data — cross referencing ICDA coding — extract
General filing procedures	Demonstrate: .maintaining an efficient system of filing patient records .locating specific records .extracting needed information .returning records to proper place	Reading comprehension Assign related chapter in selected text. Prepare questions for homework assignment or classroom review.
Basic rules	Review: .basic rules of alphabetic filing .basic rules of numeric filing	Student activity File records in proper order. Pay particular attention to names prefaced by D'. de and Di, Mac and Mc, La and Von.
Postal services		
Incoming mail	Demonstrate: .procedure for: .handling .sorting .opening .annotating	Related vocabulary sort — U.S. Postal Service annotate — certified mail mailgram — registered mail
Outgoing mail	Discuss classifications: .first class .second class .third class .parcel post .Federal Express .Express Mail	Related math Discuss cost of various mail services. Have student prepare chart of costs and purposes of each mail service.

	.combination mail .educational materials	
Types of postal services	Identify: .types of postal services: .airmail .certified mail .certificates of mailing .insured express mail .internation mailgram .postal money order .registered mail .special delivery	Reading comprehension Provide pages from zip code directory and prepare questions based on information listed. Practice writing/vocabulary review Provide assignment sheet with fill-in spaces for new state abbreviations: Old — New Ala. — AL N.Y. — NY Miss. — MS Calif. — CA Related mathematics Show postal scale and stamp denominations Demonstrate weighing letters and packages Review adding stamp denominations to equal total cost. Example: .49 = two 20¢ stamps + one 5¢ stamp + two 2¢ stamps
Transcription and proofreading	Demonstrate transcribing information from a dictation machine	Student activity Review: .business letter formats .transcribing business letters from dictation machine

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Transcription and proofreading (cont'd)	Demonstrate proofreading and correcting one's transcription	Spelling skill Review adding suffixes to words that end in "e". Example transcribe & ing = transcribing file & ing = filing (when suffix begins with a vowel, the silent "e" is dropped) require & ment = requirement (when suffix begins with a consonant, the silent "e" remains) Writing skill Review use of commas. Provide sample sentences for classroom review. Writing practice Provide business letters without punctuation. Have students rewrite, with correct punctuation, in business letter format.
Copy machines	Demonstrate: .use of common types of copying .adjusting machines to produce clear sharp copies .routine maintenance	Reading comprehension Provide pages from operations manual. Prepare questions based upon information presented. Following directions Have students prepare procedures for the the operation of various machines.

Inventories

Discuss
rationale for keeping inventory current

Demonstrate
method of keeping inventory current
- .date card
- .record amount in stock
- .use flag to indicate need to replenish
- .when ordered, place metal tab on work order - note date and quantity
- .remove tab and file card in your file box
- .if order partially filled, let tab remain on card until received

Related vocabulary

inventory	stock
inventory control	supply catalog

Reading comprehension
Assign related passages on methods of inventory control from selected textbook. Have students prepare a description of each type.

Reading comprehension
Show sample pages from medical supply catalogs.
Discuss catalog parts (table of contents, index, codes, descriptions and prices)

Assignment
Complete order forms using information from supply catalog.

Ordering supplies

Demonstrate:
- .filling out order forms
- .calculating the time needed between
  - .depletion of supplies
  - .arrival of new materials
  - .lag time between ordering of supplies and their arrival

Related mathematics
Have students take inventory on hand and determine amount to be used to prevent depletion before arrival of new supply.

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
		Related math (cont'd) Order items in metric quantity. Ex: 2 qts of sterilizing solution = 1.9 litres
Medical forms	Demonstrate completion of various medical forms Discuss: .health plans: .General Health Insurance (GHI) .Blue Cross - Blue Shield .Medicare - Medicaid .Health Insurance Plan (H.I.P.)	Writing practice Provide exercises in completing various medical forms. Related vocabulary G.H.I. H.I.P. Major Medical Blue Cross Blue Shield Medicare insurance Medicaid
Patient receipts		
Daily journal	Demonstrate: .maintaining a daily journal .charge columns .credit columns .balance .old balance .total this page .total previous page .total month to date .balance outstanding previous page .add charges this page .total .less amounts received on account	Related mathematics Review horizontal and vertical addition Review addition and subtraction to find totals and subtotals. Assignment Using daily logs, compute all credits, debits and balances. Related vocabulary accounts receivable debit balance outstanding balance credit receipt

Daily journal (cont'd)	Demonstrate: .less cash service and adjustments .total accounts-receivable balance .paid outs, etc.	Writing practice Provide worksheets for completion of two daily journals. Related mathematics Calculate amounts of money coming in and being spent, using practice logs for each day
Billing	Demonstrate and discuss: .billing the patient .sending correct bills .itemizing bills .mailing bills promptly .time and frequency of billing: .once a month .cycle billing	Spelling practice Practice writing words with ie and ei Example: patient receipt Related mathematics Review calculation of amounts to be paid for various services, for example: Office call $12.00 Laboratory 10.00 Injection 5.00 $27.00
Narcotic inventory	Discuss: .Harrison Narcotic Act .maintaining records after administering narcotic: .patient's name .name of drug .dosage given .route of administration .date drug is given .name of person administering the drug	Related mathematics Demonstrate completing dosages ordered by physician: Example: Codeine phosphate gr ..

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Narcotic inventory (cont'd)		Related mathematics (cont'd) Ordered: 0.008gm On hand: 16 mg tablets Convert gm to mg Convert to same unit gm:mg = gm/mg 0.001:1 = 0.008.x x = 8 x = 8mg Determine amount to be given 8:16 = x:1 16x = 8 x = ½ tab or .008:.016 = x:1 8:16 = x:1 16x = 8 x = 8/16 x = ½ tablet Provide word problems for classroom review and homework practice.
Payroll	Discuss: .deductions .local and state taxes .federal taxes .FICA .withholding Demonstrate and discuss; .completion of W2 and W4 forms .computing gross and net salaries .entering payroll in payment ledger	Related mathematics Review addition and subtraction of decimals (money). Review correct placement of decimals. Provide practice in computing gross and net salaries.

Disbursements	Demonstrate: .paying bills by check .paying bills from petty cash fund .making entries in cash payment book	Writing practice/simulation Provide practice in: .making entries in cash payment book .paying bills by check
Delinquent accounts	Discuss methods of collecting delinquent accounts	Oral communications/simulation Use telephone or other simulator to practice collecting delinquent accounts Students evaluate for diction, voice volume, manner, etc. Writing practice Write two letters requesting payment of overdue accounts.
Banking services		
Writing checks	Demonstrate: .filling out a check .endorsing a check .balancing the checkbook .reconciliation of bank statement	Writing practice Prepare checks and make entries into cash payment book. Related math assignment Balance check books provided by teacher. Reconcile bank statement.
Health and accident insurance	Discuss: .handling of third party payments	Writing mathematics practice/simulation Practice keeping third party payment ledger. Practice billing third parties.

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Office housekeeping	Discuss temperature, humidity and air exchange levels Explain: .facilities of the doctor's office .importance of conformance with building regulations .standards of cleanliness, safety and comfort .preparation for use	Student activity Prepare checklist for housekeeping routine. Maintain office in accordance with checklist.

Unit IV *Diagnostic Procedures*

Suggested Time: ***Ten Weeks***

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

- -Assist the physician with physical examinations
- -Identify vital signs and the normal values
- -Position and drape a patient for various examinations
- -Perform routine examinations of urine, blood and other laboratory specimens
- -Examine the stained slide microscopically
- -Prepare patients for radiologic examinations
- -Perform an electrocardiography

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Assisting with the physical examination	Discuss: .preparation of examination room .preparation of equipment and supplies .preparation of the patient both emotionally and physically .preparation of room after examination	Provide check list of points to be noted. Review general duties of medical assistant.
Routine equipment	Demonstrate: .use of routine equipment in a set up for a physical examination .cleansing tissue .disposable gloves .flashlight or headlight .opthalmoscope .otoscope .percussion hammer .sphygmomanometer stethoscope .tape measure .tongue depressor .tuning fork .kidney or emesis basis	Related vocabulary opthalmascope B/P machine otoscope stethoscope percussion hammer tuning fork Student activity Using selected equipment, perform (assist in) examinations on each other. Oral communication/simulation Explain to patient the examination you will be performing. Be aware of tactfulness, use of appropriate terminology and voice volume.
Vital signs Temperature	Demonstrate: .taking body temperature with various thermometers .cleansing thermometers after use	Discuss normal ranges of body temperature.

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		Demonstrate: .holding a thermometer .inserting a thermometer .reading the mercury columns .shaking down the thermometer Student activity Practice taking temperatures of at least five classmates. Record temperature after reading.
Pulse	Demonstrate: .taking the pulse from appropriate arteries	Explain: .why thumb is not used to take pulse .normal range
Respiration	Demonstrate: .taking the respirations Discuss: .normal range .pulse-respiration ratio	Related vocabulary apnea — hyperpnea bradypnea — orthopnea dyspnea — tachypnea Student activity Practice taking the pulse and respirations and recording both on appropriate sheets.
Blood pressure	Demonstrate: .taking the blood pressure .describing the blood pressure .recording of findings	Oral communication/simulation Practice taking the blood pressure of classmates (at least four). Identify the normal range.

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
		Related mathematics Show teacher-made transparencies of vibrations of the sphygmomanometer.
Weight	Demonstrate: .taking of a patient's weight .balancing the scale .placing barrier on scale	Related mathematics Practice converting weight from lbs to kilograms.
Height	Demonstrate: .taking the height of: .adult .infant	Related mathematics Convert height from inches to feet and inches. Assignment Use mannikin baby to take the height of an infant.
Examination positions	Demonstrate: .various positions used for examination .Doral recumbent .horizontal recumbent .jacknife .prone .Sims .supine	Student activity Practice placing at least 3 classmates in the various positions for examination. Stress precautions in placing patient in various positions. Related vocabulary Dorsal recumbent prone jacknife supine Sims

Draping	Demonstrate draping the patient	Stress: .privacy for the patient
Methods of examination	Demonstrate: .methods of examination: .palpation .inspection .percussion .suscitation .mensuration .manipulation	Student activity Practice with classmates the various methods of examination. Dictionary study Define the methods of examination.
Assisting with hearing examinations	Demonstrate: .preparation of equipment .preparation of the patient .performing an audiometry .reading the audiogram .recording the results Stress use of soundproof room	Related vocabulary audiogram — audiologist decibel — speech range frequencies Student activity Practice taking hearing tests of classmates.
Assisting with vision examinations	Demonstrate: .positioning of patient .use of equipment .testing the vision .recording the results	Related vocabulary eye shield — visual acuity Snellen chart — "E" chart Student activity Perform eye examinations with eye chart 20 feet from patient.

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Assisting with electrocardiography	Demonstrate: .preparation of equipment .preparation of the patient .performing an EKG .cutting and mounting a completed EKG Discuss normal and abnormal readings and show examples Stress importance of the patient/client being relaxed	Show film: "Disorders of the Heart Beat" Related vocabulary P.Q.R.S and T waves sinoatrial node depolarization repolarization lead Student activity Practice applying the electrodes to a classmate and take an EKG under supervision. Assignment Make a drawing of the heart and correlate the EKG waves with the parts of the heart.
Assisting with radiologic examinations	Demonstrate and discuss: .specific duties .preparation of equipment .preparation of patient .develop x-ray exposures .replacing equipment	Oral communications/simulation Practice the skills needed to assist the physician in radiologic examinations. Related vocabulary myelogram — radioactive isotopes retrograde pyelogram — x-ray marking system fluoroscopy — phlebography cinerad ography — contract media

Assisting with Radiologic examinations (cont'd)	Discuss: .common hazards in x-ray rooms .precautions to be taken Discuss: .purpose of commonly prescribed x-ray series .intravenous pyelogram .cholecystogram .barium enema .gastrointestinal series .mammography	Reading comprehension/oral communication Assign passages on x-ray from selected textbook. Have students read in class orally. Prepare or assign questions for homework or classroom discussion. Discuss unfamiliar terms as they are identified by students.
Specimen collection	Demonstrate: .use a ballpoint pen to write information on a label .patient's full name, surname first .patient's age and sex .patient's address .physician's full name .date specimen was collected .source of specimen .specific test requested .possible diagnosis .other important information .special medication or treatment that may interfere with treatment	Writing skills Review use of dictionary and medical dictionary to check spellings. Stress importance of legible handwriting. Provide practice in labeling various specimen jars and containers. Vocabulary development Review word roots: audio-, radio-, and fluoro. Show how knowledge o word roots can help in defining unfamiliar terms. Assignment Add -scope, -meter and -graph to each word root. Write your own definition. Check the dictionary for meanings.

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Urine examination		
Collection of voided specimen	Discuss and demonstrate: .preparation of patient .assembling equipment	Related vocabulary pH — centrifuge specific gravity — lab stix odor — clinitest appearance — acetest urine — muroscopic urinalysis — void Oral communications Review clues for giving and following directions. With class, develop procedure for preparation of patient for voided specimen collection. Assignment/simulation Teach patient and prepare for voided specimen collection.
Routine urinalysis	Describe: .test items .appearance .the pH (acidity and alkalinity) .specific gravity .odor	Reading comprehension/research Assign Frederick and Kinn, *The Medical Office Assistant* , pp. 490-491 Provide multiple choice questions based on reading passage.

Physical properties	Demonstrate performing a routine urinalysis for identifying physical properties	Discuss: .patient conditions which would require a physical-properties urinalysis
Chemical properties	Demonstrate use of lab stix, clinitest tablets for identifying chemical properties	Student activity Select appropriate test materials and equipment. Perform and record your personal urinalysis.
Microscopic	Demonstrate preparing specimen for centrifuge	Discuss: .preparing a slide from a centrifuge specimen .identifying components and charting results
Specific gravity test	Demonstrate performing a specific gravity test	Student activity Perform a specific gravity test on your own urine.
Basic hematology techniques		
Hemoglobin determination	Demonstrate: .hemoglobin determination: .preparation of patient .preparation of equipment	Explain: .hemoglobin reduced more than the red cells are in iron deficiency anemia .red cells are reduced more than hemoglobin in pernicious anemia

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Hemoglobin determination (cont'd)	Discuss: .normal range: .men - 14.5 to 16.0 g/100ml of blood .women - 13.0 to 15.5 g/100ml of blood	Student activity Perform test for hemoglobin with teacher-prepared specimens. Record the results. Related vocabulary hemoglobin hematocrit hematoloty capillary Related mathematics Review metric measures: ml = milliliter cc = cubic centimeter g = gram Review English equivalents Provide practice in reading metric abbreviations.
Hematocrit	Demonstrate: .hematocrit determination .obtain specimen of capillary blood .centrifuge it .perform hematocrit determination Discuss: .normal range: .men - 45 to 50 vol/100ml of blood .women - 40 to 45 vol/100ml of blood	Explain in anemias hematocrit reading is lower than normal Student activity Perform test for hematocrit determination.

Blood chemistry determination

Blood glucose

Demonstrate:
- .preparation of patient
- .use of reagent strips for blood
- .glucose readings
- .reading and recording results

Related vocabulary

photometer — blood sugar
blood urea nitrogen (BUN) — regeant strips

Reading comprehension/research

Assign related passage from selected textbook. Prepare or select questions for homework assignment or classroom review.

Blood urea nitrogen

Demonstrate
preparation of patient

Student activity

Using appropriate reagent strips, test provided samples and chart results.

Discuss
- .normal ranges for blood glucose and blood urea nitrogen

Show:
- .photographs or slides of a photometer or blood analyzer

Stress
- .importance of timing

Sickle cell anemia

Discuss
genetics (hereditary disease)

Staining

Demonstrate
sickle cell anemia test

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Bacteriology Preparation of slides	Discuss individuals likely to develop sickle cell anemia Demonstrate: .taking a bacteriological smear .preparing a slide for staining .examining under microscope .recording results	Related vocabulary Gram's stain — counterstain exudate — safranin smear — fuchain acetone — immersion oil Application Examine slides after preparation under microscope. Record the results. Writing skills Have each student prepare a manual describing the diagnostic procedures discussed in this unit. Stress use of classroom notes and textbook references. Review importance of accurate spelling and capitalization.

Unit V *Therapeutic Procedures*

Suggested Time: ***Ten Weeks***

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

-Identify the types of treatments usually performed in the doctor's office

-State the role of the medical assistant in therapeutic procedures

-Identify the characteristics of common diets

-State the composition of the Four Basic Food Groups

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Dressing and bandaging Purpose	Discuss purposes of bandages and dressing Review medical and surgical asepsis	Student application Practice applying bandages to simulated wounds. Stress precaution: .do not interfere with circulation!!
Application	Demonstrate: .applying various bandages: .binders .roller .cravat .triangular .elastic	Related vocabulary dressing dressing cart bandage binder cravat application elastic triangular congress edema roller
		Student activity Practice setting up a dressing cart. List all items and attach list to cart.
Hot and cold applications	Demonstrate setting up tray for application of warm, moist, sterile compresses	Student activity Practice applying warm compresses to arms of classmates. Practice applying cold compresses to the back of the neck using your classmates as the patients.
Types	Discuss: .types of applications .heat .dry and moist .cold .dry and moist	Explain procedure for the prevention of chilling.

Purposes

Discuss:
- .functions of applications
  - .heat
    - .increases flow of blood to area
    - .relieves inflammation and congestion
  - .cold
    - .decreases circulation and blood flow
    - .reduces inflammation
    - .relieves congestion
    - .reduces edema and discoloration

Student activity

Practice setting up a tray to be used for applying warm, moist, sterile compression. Practice patient preparation.

Spelling practice

Dictate list of items required for dressing cart.

Physical therapy

Classifications

Discuss:
- .three main classifications
  - .heat
  - .electrical currents
  - .massage

Related vocabulary

physiatrist	galvanic
superficial	faradic
hydroculator packs	diathermy
hydrotherapy	friction
infrared radiation	effleurage
petrissage vibration	tapotement

Purposes

Explain:
- .purposes
  - .increases healing processes
  - .relieves pain
  - .improves cirulation and motion
  - .prevents stiffness of joints

Vocabulary development

Review word root: hydro
Discuss use of root in medical terminology.

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Purposes (cont'd)	Explain prevents degeneration of muscles	Assignment Use the dictionary to locate five words that begin with the word root hydro. Give the part of speech of each word. Prepare a short sentence for each word.
Application	Demonstrate: .various massages .patient preparation	Oral communications Provide list of words beginning with word root hydro. Have students practice pronouncing the words. Show how knowledge of word root aids in pronunciation and definition of unfamiliar terms.
		Plan tour: .Plan a visit to the physical therapy department of a local hospital. Have therapist explain the equipment and how it is used.
Irrigations		
Classifications	Discuss: .major classifications of irrigation .eye .ear .vaginal .enema	Review structure of various organs Discuss various solutions that may be used for irrigations
Purposes	Explain purposes of various types of irrigations	Student activity Practice setting up for eye and ear irrigation.

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Purposes (cont'd)	Demonstrate: .preparation for various types of irrigations .preparation of patient	Student activity Utilizing the manikin, administer a douche and an enema. Writing practice Record the treatment and results of each irrigation on the patient's chart.
Removal of foreign objects	Discuss: .rules medical assistant must follow when removing foreign objects from: .eye - speck of dirt .ear and nose - those which require no instruments and are within sight .skin - assist only if imbedded .preparation of patient - the need to calm and reassure	Stress precaution: Obtain prior permission from physician to remove objects from eye.
Minor surgery Preparation of patient	Discuss: .preparation of patient .emotional support .positioning and draping .skin preparation	Oral communications/simulation Roleplay preparing patient for minor surgery. Have classmates evaluate the activity and discuss it.

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Preparation of treatment room	Discuss: .preparing the treatment room .tray set up on Mays stencil .sterile gown .sterile gloves .surgical masks Demonstrate and explain: .assisting with any articles physician may need during procedure .scrubbing and assisting in sterile field .post-surgical instruction .restocking supplies .cleaning treatment room	Discuss names of more common instruments used in surgery Assignment Identify four minor surgical techniques. List the items necessary for these procedures. Related vocabulary novacaine, lidocaine, skin preparation, sponges, preoperative, postoperative
Nutrition and diet therapy	Discuss role of nutrition in healing	Related vocabulary energy, nutrients, digestion, metabolism, deficiency, nutrition
Classification of nutrients	Identify: .classes of nutrients .carbohydrates .fats .proteins .vitamins .minerals .water .cellulose	Show: .film on nutrition and basic food Reading comprehension Assign related passage in selected textbook.

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Basic Four Food Groups	Discuss: .basic four food groups .milk and dairy products .meats, fish and eggs .fruits and vegetables .breads and cereals	Assignment Prepare a chart of various foods. Discuss nutritive values of all foods on your chart.
Diets	Discuss: .therapeutic nutrition .modifying a diet Demonstrate: .preparation of diets .salt free .soft .diabetic	Oral communications/simulation Practice explaining various types of diets to patients. Student activity Practice cooking diets in nutrition laboratory.
Emergencies	Discuss and demonstrate: .role of assistant .preparation of patient .preparation of treatment room Discuss: .common medical emergencies .poisoning .fainting .head injuries .burns .nosebleeds .animal bites	Student activity Practice preparing a "crash" tray. Practice locating items to be placed on tray. Discuss role of the assistant in various problems Decision-making Prepare several emergency situations and have students discuss appropriate role of the medical assistant in each. Develop with class a decision-making strategy for emergency situations.

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Medical Assisting: *Opthalmic*

Unit I *Introduction*

Suggested Time: *One Week*

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

- -List the duties and responsibilities of ophthalmic assisting personnel
- -Outline the criteria for licensing ophthalmic personnel
- -Describe the steps for acquiring approved training
- -Outline the desirable personal and educational qualifications for employment
- -Identify employment opportunities in the current job market

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Ophthalmics in the health care industry		
Past	Discuss: .historical development B.C. 6th Century, Pythagoras 8th Century, Aristotle A.D. 2nd Century, Galen 15th DaVinci 16th Christopher Schreiner 17th Johann Kepler	Research skills Review: .use of library as resource .preparation of reference data title, author, publisher, place of publication, publication date
Present	.current technological advances .current research	Library assignment Prepare written report on the contributions of: Galileo and Leeuwenhoek. List reference data at the end of the report.
Future	.future technology (computerization) .future occupations	
Career options		
Health team	Discuss current health team members	Writing skills Review business letter format Discuss sources of career information .AMA Joint Review Committee .Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO)
Auxilliary personnel	Explain: .role of .ophthalmic assistant .ophthalmic technicians .ophthalmic technologists	
Training and certification	Explain certification criteria for each occupational title	Assignment Write a letter to a post secondary institution requesting career information.

Duties and responsibilities	Discuss major duties and responsibilities of the assistant, the technician, the technologist	Review: .tenurial assisting duties .specific ophthalmic duties
Rewards of ophthalmic assisting careers Employment benefits	Discuss: .specific employment policies .hospitals .doctors offices .clinics .how these policies effect: .hours .wages .fringe benefits	Discuss Want ad information Related mathematics Review multiplication to compute weekly salary based on hourly wages listed in want ads.
Qualifications		Field visit Plan trip to a clinic or private practice. Have students observe the duties of the various members of the health care team.
Personal Assets Appearance	Discuss: .grooming .cleanliness .posture .cosmetics .poise .dress .style	Oral communications Buzz session: Have students discuss and compare proper appearance and unacceptable appearance

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
		Have each buzz group prepare a Looking Your Best list for further discussion.
Oral communication	Discuss: .grammar .diction .telephone personality .telephone tact	Oral communications/simulation Simulate and tape record conversations: ."Is the doctor in?" .angry patient .long-winded patient .anxious patient Play back and discuss: .stress areas needing improvement for each student .correct approach
Attitudes	Discuss: .positive attitudes .cooperativeness .positive thinking .confidentiality	
Physical	Discuss: .healthful living .nutrition .teeth .rest .recreation .life style .exercise .coping	Discuss ways of changing unhealthy habits Decision-making/writing Divide class into small groups Have each group plan a one week menu (breakfast, lunch, dinner) of healthful meals. Have entire class select best menus. Prepare a booklet or bulletin board display.

Educational

Discuss:
- .high school graduation
- .apprenticeships
- .college programs
- .ongoing education
- .professional journals in the field

Stress:
- .value of life-long education
- .value of broadening self to include current events, travel, theater plays, music, ballet

Unit II *Related Sciences*

Suggested Time: ***Ten Weeks***

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

- -Demonstrate understanding of optics and its present day applications
- -Identify and describe the normal appearance and function of eye structures
- -Trace the path of light from its source to the brain to explain normal vision
- -Perform medical asepsis and sterile technique
- -List ophthalmic drugs, their desired effects and untoward effects
- -List procautions in administering drugs

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Optics		
Definition	Discuss: .physical optics .geometric optics .physiologic optics .light .lenses .vision	Related vocabulary physical optics geometric optics physiologic optics Reading comprehension Assign related passages on optics from selected textbook. Prepare questions based upon scientific principles. Use for classroom review.
Light	Describe: .composition .how light travels .speed of light .intensity .color .bending	Show: .diagrams illustrating: .divergence .angle of incidence .convergence .emergent angles .parallel .prisms
Reflections	Explain mirror law	Conduct experiments illustrating: .corneal reflection .refraction .chromatic dispersion

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Glass	Discuss: .composition .properties .rigidity .transparency .safety glass .plastic	Research assignment Prepare chart showing the types of glass used in the industry today. Include advantages and disadvantages of each type. List sources of information.
Eye glasses	Discuss history of the eyeglasses	Student activity Collect pictures of types of eye glasses. Collect ads on types of contact lenses Prepare notebook chart of eyeglasses.
Types	Discuss: .spectacles .sun glasses .contact lenses .bifocals .trifocals .varilux	Vocabulary enrichment Review: .definitions of prefixes bi- and tri- .definition of root focus .use of word parts to define unfamiliar terms
Fitting	Describe: .measurements taken .interpulliary distance	Discuss .factors influencing choice Related mathematics Review ruler markings: 1 inch, 1/2 inch, 1/4 inch, 1/8 inch Assignment With fellow student practice measuring and recording interpulliary distances.

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Fitting (cont'd)	Discuss: .personal preference .styles .frames .tints .multifocals	
Contact lenses		
History	Discuss: .DaVinci's early sketches .Descartes' illustrations .1887 first lens produced .1932 improvements made .1938 molded scleral contacts in plastics	Research assignment Locate DaVinci's early sketches and copy into notebooks along with a brief description of each sketch.
Appropriate candidates	Discuss: .suitable person .intelligence .cleanliness .unsuitable person: .corneal pathology .nervous temperament .absent blink reflex	Explain: .reasons clients must be screened .value of a good preliminary history .frustrations that may be encountered
Types	Discuss: .types .soft .corneal .permalens .hard .scleral .bifocal	Show and examine: .lens samples: .soft .scleral .bifocal .hard .corneal .permalens

Examination

Fitting

Demonstration

Compare:
- .indications
- .advantages
- .problems
- .precautions

Discuss:
- .ophthalmologist and eye examination
  - .absence of disease
  - .refraction
  - .size of cornea

Discuss:
- .inserting lens
- .removing lens

Demonstrate:
- .insertion and removal
  - .handwashing
  - .sterilizing of lens
  - .wetting lens
  - .insertion
  - .removal

Related vocabulary

contact lens	permalens
scleral	blink reflex
corneal ulcers	corneal burns
inturned lashes	

Reading comprehension

Assign related chapter in selected textbook.
Prepare questions for homework or classroom review.

Reading comprehension

Show samples of contact lens catalogs
Discuss location of specific information (types, sizes, prices, codes).

Related mathematics

Review computing 8½% sales tax
Example: Find cost of five pair of soft lenses at $59.00 each.
Include sales tax.
Provide classroom practice.

Stress:
- .cleanliness
- .rigid disinfection routines

Oral communications/simulations

Practice teaching client the use and care of contacts (do's and don'ts).

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Demonstration (cont'd)	Demonstrate: .disinfection .resterilization	
Teaching	Discuss: .assistant's role in teaching .insertion of lenses .removal of lenses .care of contacts	Word usage Review use of plural terms .lens-lenses .lash-lashes .pair-pair .1 pair of glasses .4 pair of glasses Provide practice with spontaneous oral sentences.
Microbiology		
History	Discuss: .contributions of .Koch .Van Leeuwenhoek .Lister .Pasteur	Vocabulary development/dictionary practice .look up each word and write definitions .aerobic .vector .host .carrier .anaerobic .droplet
Non-pathogens	Discuss: .traits and characteristics .omnipresent .multitudinous .reproduction .mutability .fermentation .decay	Student activity Grow yeast molds. Observe conditions for growth. Writing practice Prepare journal recording observations of yeast molds.

Pathogens

Discuss and classify:
- .protista
  - .mold
  - .yeast
  - .fungi
  - .algae
  - .bacteria
  - .protozoa
  - .rickettsia
  - .viruses

Explain:
- .growth conditions
- .transmission
- .destruction

Demonstrate
preparation of slides

Student activity
Prepare and examine slides of various organisms

Writing practice
Record all observations of organisms
- .appearance
- .size
- .movements

Related vocabulary
Include all terms relating to microbiology.

Medical asepsis

Explain:
- .asepsis
- .mechanical
- .chemical
- .antiseptic
- .disinfectant
- .germicide

Related vocabulary
- microbiology
- medical asepsis
- surgical asepsis
- antiseptic
- mechanical
- chemical
- germicide
- disinfectant
- forceps
- sterile
- agent

Methods

Demonstrate
handwashing

Agents

Discuss and classify the following agents:
- .alcohol
- .Lysol
- .Betadyne
- .Zephiran

Vocabulary development
Review:
- .definition of prefixes micro- and anti-

Discuss medical terms illustrating prefixes.

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
	.soap	Assignment Use dictionary to locate five medical terms for each prefix. Divide each word into prefix - root - suffix
Surgical asepsis	Demonstrate: .surgical scrub .donning gown, mask, gloves .opening of sterile packages .use of forceps .handling of wet sterile dressings .handling of dry sterile dressings	Stress: .care in avoiding contamination .honesty in dealing with accidental contamination Word usage Review recognition of -al suffix to denote adjectives Examples: mechanical Assignment Use each word in a complete sentence: .mechanical .germicidal .chemical .biological .surgical
Sterilization Methods	Discuss and demonstrate: .autoclave .steam pressure .soaking .chemicals .sterilizer .boiling	Assignment Determine methods and times for sterilizing: .rubber goods .liquids .linens .sharps Present information in chart form.

Unit III *Office Maintenance*

Suggested Time: *Ten Weeks*

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

- -Analyze reasons for proper office maintenance
- -Maintain a safe and comfortable environment for patients
- -Maintain safe equipment, furniture and supplies in readiness for use

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Maintenance		
Meaning	Define maintenance	Display and discuss: .samples of housekeeping schedules .daily plan .monthly plan .weekly plan .seasonal plan
Importance	Discuss: .cleanliness .safety .orderliness	Related vocabulary maintenance safety cleanliness supplies orderliness restock lavatories
Care of rooms	Demonstrate: .care of .upholstered furniture .wooden floors .glass table tops .windows or stairs .tile floors .blinds .toilet	Student activity Plan daily and weekly maintenance schedules.
Trash disposal	Discuss and demonstrate: .lining waste baskets .disposal of contaminated dressings .disposal of needles and syringes	Stress: .safety precautions: .prevention of punctures .destruction of syringes to avoid theft .prompt reporting of puncture wounds

Safety measures

Floors

Discuss:
- .hazards of waxed floors
- .need to wipe up spills immediately

Lighting and handrails

Discuss:
- .lighting of stairwells, halls and entrances
- .use of handrails at all steps or stairs

Broken glass

Relate
procedure for picking up broken glass and glass slivers

Needles and sharps

Demonstrate:
- .proper handling of needles
- .proper cleaning of sharps such as scalpels and scissors

Inventory control

Discuss:
- .keep adequate supplies on hand
  - .stationery
  - .pharmaceuticals
  - .drugs
  - .linens
  - .bulbs
  - .paper goods

Discuss:
- .avoidance of falls
- .precautions for the blind and the elderly

Related vocabulary

contaminate	puncture
dispose	wound
syringe	hazard
sharps	dressing
scalpel	

Student assignment
- .Develop a safety checklist for an office

Discuss:
- .labeling shelves
- .neatness
- .rotating stock

Related vocabulary

.inventory control	.stationery
.pharmaceutical	

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Inventory control (cont'd)	Discuss: .inspecting cabinets on a regular basis .making lists of depleted items Explain: .restocking of: .hand towels .toilet tissue .deodorizers	Related mathematics Show and discuss sample inventory control sheets. Explain procedure for counting and recording supplies. Review checking of subtraction by using addition. Prepare sample sheet of supplies used on weekly basis. Assignment Prepare inventory control sheet. Double-check all mathematics
Typical office suite	Describe: .office suite .reception room .secretarial office .consultation room .examination room .treatment room .lavatories .utility room	Student activities Make diagrams of ideal office. Draw diagrams of an office. Depict traffic flow through rooms. Prepare chart of suitable office furniture. Related mathematics Show formula for calculating area of rectangle. A = lw (length x width) Provide related word problems for homework practice. Example: How many square feet of carpet will be needed for a reception room which measures 7 feet by 9 feet?

Care of office Furniture	Discuss: .need for sturdy furniture .need to keep furniture in good repair .cleanliness	
Climate control	Discuss: .comfortable humidity .comfortable temperature .use of air conditioners and heaters .adjusting windows to create air flow through office	Related vocabulary thermostat — humidity optimal temperature — Celsius conservation of energy — Fahrenheit Reading comprehension Assign related passage on office maintenance from selected textbook. Use as basis for unit review.
Lighting	Discuss: .adequate lighting for .Snellen chart .reading magazines .stairways .dark areas for .ophthalmoscopic examination	Stress legal responsibility for accidents.
Traffic flow	Discuss: .moving patient through reception area, examining rooms and lavatories in safety and comfort	Oral communications/simulation Have students roleplay situations: 1. ordering office supplies by telephone 2. making appointment for maintenance person to clean floors 3. handling patient who has tripped in the office

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Unit IV *Diagnostic Procedures*

Suggested Time: ***Ten Weeks***

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

-Name and describe eye defects and diagnostic procedures for each type of examination

-Know of diseases of the eye and symptoms of each

-Define related terminology, vocabulary and abbreviations

-Assist the physician before, during and after diagnostic examinations

Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Assisting in vision assessment	Discuss: .specific duties .preparation of equipment .preparation of patient .reassurance of patient	Review General medical assisting duties
Defects	Discuss: .defects .near sightedness .far sightedness .refractive errors .color-blindness .accommodation .muscle imbalance .depth perception defect .amblyopia ex anopsia	Research assignment Make chart noting characteristics of each visual defect. List source of information (book, author, publisher, publication date, pages) Related vocabulary Introduce all underlined terms.
Examinations	Explain: .diagnostic examinations .Snellen Charts - acuity .pinhole disk - discrimination .proximity method - accommodation .triple lens test - accommodation .color vision tests .Ishinara Test Plates .Hardy Rand Ritter Plates .depth perception tests .Fly Test .Wirt Stereo Test .Worth Four Dot Test	Demonstrate Procedure for each examination and provide practice for students. Oral communications/simulation Explain the examinations to the patient. Explain the defect to the patient. Stress use of standard English.

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Disease assessment

Explain:
.biopter test
.fields of vision

Discuss:
.examination techniques
.inspection
.tonometry
.opthalmoscopy

Show
Diagrams illustrating each disease

Show
Pictures of diseased eyes using overhead projector

Diseases

Conjunctiva

Discuss:
.hyperemia
.conjunctivitis
.pterygium

Reading comprehension
Assign related passage in selected text. Prepare matching or other type quiz based on material.

Cornea

Discuss:
.herpes simplex
.corneal ulcer

Vocabulary development
Review definitions of suffixes:
-oscopy, -pathy, -itis and -metry
Review use of suffixes as clues to unfamiliar terms and aid in pronunciation.

Lids

Discuss:
.entropian
.ectropian
.blepharitis
.ptosis
.chalazion
.hordeolum

Assignment
Look up each word in the dictionary.
Copy, in syllables, into notebook glossary.
Practice pronouncing each word aloud.

blepharitis	pterygium
hyperemia	herpes
conjunctivitis	keratitis

Anterior chamber

Discuss
glaucoma

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Retina	Discuss: .Retinopathy .exudates	Word usage/oral communication Provide for practice in pronunciation of medical terms. Point out word attack clues: Ph sounds like f Pt sounds like t
Lens	Discuss cataracts	
Assisting in eye examinations	Demonstrate: .preparation of the patient .positioning .preparing equipment .cleaning up after examination .replacing equipment .restocking supplies	Oral communications/simulation Have students take the roles of the physician, assistant and patient Discuss the duties and responsibilities of each role.

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Unit V *Therapeutic Procedures*

Suggested Time: ***Ten Weeks***

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

-Know the indications for minor surgery in the office

-Know the duties and responsibilities of the assistant in preparing patients for office surgery

-Position the patient for surgery

-Know indications for hospitalization

-Know the duties and responsibilities of the assistant in assisting post-operative patients

-Make the appointment for return visit to the doctor's office

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Minor office surgery		
Purposes	Discuss: .alleviating pain irritations .removing growths and blockages	
Assisting in minor office surgery		
Responsibilities	Review: .general responsibilities: .asepsis .handwashing .positioning patient .comfort of patient .safety of patient .reassuring patient	Reading comprehension assignment Read and review general assisting responsibilities of clinical medical assistants in office surgery. Student activity Position the patient for ocular surgery.
Instruments	Demonstrate tray set-ups and instruments Discuss: .working order .completeness .sterilization	Student activity Prepare instruments on trays. Show: Slides or charts noting the eye condition indicating the need for surgery
Indications for surgery		
Chalazion	Explain instruments needed	Related vocabulary scalpel scissors clamp forceps curette

Eye patch	Explain indications Demonstrate: .application of eye patch .angle at which to place it .taping the eye patch	Spelling practice/simulation Dictate an order for tray set-up for chalazion surgery. Student activity Apply eye patch to model.
Tear duct irritation	Describe indications Explain: .specific equipment needed ·punctum dilator ·lacrimal needle ·medicine glass ·solution ·syringe	Compare eye instruments and suture material to usual size of these items
Entropian	Describe entropian Explain use of: .Zeigler cautery .lid clamp .electolysis-hyfrector	Review cleaning and sterilizing of instruments Oral communications Have students practice selecting and naming each instrument correctly Stress importance of correct pronunciation.
Growth and lesions	Demonstrate: .tray set-up and instruments needed .scapel .needle holder .scissors .black silk .forceps	

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Tasks/Topics	Development of Skills/Knowledge	Related Information/Basic Skills Instructional Aids
Reactions	Discuss: .post surgical reactions .prevention treatment .fainting .allergic reactions .pain	Review: .first-aid supplies .first-aid treatment
Ocular surgery in hospital		
Indications	Discuss: .purposes of surgery .correct defects .restore vision .prevent blindness .cosmetic	Related vocabulary ocular surgery — intraocular trauma — strabismus acute — tumor chronic — therapeutic urgent
Emergencies	Discuss: .emergency conditions .eye or lid trauma .intraocular foreign bodies .acute glaucoma iridectomy .sclerectomy	Vocabulary enrichment Review: .suffix - ic, meaning of or related to
Elective surgery	Discuss: .chronic conditions .glaucoma .cataracts .strabismus .cosmetic defects	Word usage assignment Use these adjectives in complete sentences: .therapeutic .traumatic .cosmetic .chronic

Semi-urgent conditions	Discuss: .tumors .dislocated lenses .retinal detachment .uveitis	Oral communications/simulations Schedule surgery at hospital by phone. Patient-assistant conversation; pre-admission conversation.
Preparation for surgery	Review: .preparation of patient for surgery .emotional .physical .supportive .preparation for post-operative period: .eye-precautions .lie still .no bending head forward .no lifting, pulling or pushing	Oral communications/simulation Have students give instructions on eye precautions to post-operative patient.
	Discuss possible postsurgical complications	Oral communications Practice patient-assistant contact. Practice hospital-assistant contact.
		Discuss: .giving instructions clearly .using gentle tone of voice .using positive "body language"

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ADDITIONAL RESOURCES

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SAMPLE LESSON PLAN

Title: Assisting with the Physical Examination

Aim: How to assist the doctor in performing a physical examination

Instructional Objectives: The students will be able to prepare the unit, check to see that equipment is ready, position patient, and assist the doctor upon demand, in a safe manner.

PREPARATION

Equipment - emesis basin, flashlight, hand towel or paper towel, lubricant, ophthalmoscope, otoscope, percussion hammer, powdered gloves, sphygmomanometer, stethoscope, tissues, tongue depressor, laryngeal mirror, vaginal speculum.

MOTIVATION

The Medical Assistant may be asked to assist the doctor in various kinds of medical examinations. The most common examination is the physical examination.

PRESENTATION

.Demonstrate use of each item of equipment
.Demonstrate examination techniques used by the doctor
.Demonstrate how the Medical Assistant assists with the examination

APPLICATION

Working in pairs, students will:
.name and demonstrate use of equipment
.practice examination techniques on each other
.role play assisting the doctor

SUMMARY

Why does doctor perform a physical examination?
Name five items a doctor uses in performing the physical examination.
Define: inspection, palpation, auscultation, percussion, manipulation reflex test.
Describe three ways the Medical Assistant may assist the doctor in performing the examination.

REFERENCE

The Medical Assistant, by Marian G. Cooper and Miriam Bredow

SAMPLE TEST QUESTIONS

DIRECTIONS: Select the correct statement for each of the following questions.

_____1. A physician especially trained in the care of eye disorders and the correction of vision difficulties is called an:

A. optician
B. ophthalmologist
C. optometrist
D. otoscope

_____2. Characteristics such as eye color and body build are known as _____factors.

A. cephalocaudal
B. hereditary
C. developmental
D. environmental

_____3. The study of body structure is called

A. organization
B. physiology
C. pathology
D. anatomy

_____4. Tears drain through a small opening at the corner of the eye and into the nose through the:

A. lacrimal gland
B. nasolacrimal duct
C. cornea
D. eustachian tube

_____5. The tough protective outer layer of the eye is called:

A. choroid
B. retina
C. conjunctiva
D. sclera

_____6. The amount of light that enters the eye is regulated by the:

A. iris
B. pupil
C. choroid
D. cornea

_____7. Adjustment of the lens to make a sharp clear image is called:

A. accommodation
B. refraction
C. focusing
D. reception

_____8. The shape of the eyeball is maintained by:

A. eye muscles
B. aqueous humor
C. vitreous humor
D. wall of the eyeball

_____9. When Mrs. Bond had her eyes tested, the physician used the Snellen Chart. A normal reading for this test would be:

A. 20/20 vision
B. 20/100 vision
C. 100/20 vision
D. 10/100 vision

_____10. The lay term for myopia is:

A. crossed eyes
B. astigmatism
C. 100/20 vision
D. nearsightedness

_____11. In another test the physician determined the amount of intraocular pressure in each of Mrs. Bond's eyes. This test is extremely important in diagnosing

A. myopia B. astigmatism C. hyperopia D. glaucoma

_____12. Pink-eye is caused by a specified organism and is considered to be:

A. highly contagious
B. an infection of the inner part of the eye
C. a mild type of staphylococcal infection
D. quickly cured by frequent irrigations of the eye with normal saline

_____13. A cataract is best defined as:

A. cloudines of the fluid within the eyeball
B. a condition in which the pressure within the eyeball is increased.
C. an infection of the conjunctiva
D. a condition in which the lens of the eye becomes cloudy and opaque

_____14. As a practical nurse you should know that an optometrist is:

A. a medical doctor who specializes in the diagnosis and treatment of visual defects and diseases of the eye.
B. an individual who is trained only in scientific examination of the eye for the purpose of prescribing glasses.
C. an individual who is trained to make glasses and optical instruments
D. a physician who examines the eyes for visual defects and prescribes lenses for glasses

_____15. A cataract extraction involves:

A. incision and drainage of fluid from the eyeball
B. surgical removal of the lenses of the eye
C. enlargement of the pupil of the eye
D. removal of a growth from the retina

16. The inability to focus on near objects is called _____

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17. Decrease in the number of rods on the retina can result in _____

18. Define amblyopia. _____

_____19. The chamber between the cornea and the lens is filled with a clear salty fluid called:

A. vitreous humor
B. tears
C. aqueous humor
D. fovea

20. Interpret the following:

OU = _____ gtts = _____

HH = _____ OS = _____

Va = _____ OD = _____

LP = _____ cc = _____

C. F. = _____ NLP = _____

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BASIC SKILLS

SUGGESTIONS FOR IMPLEMENTATION

STRATEGIES FOR REINFORCING RELATED MATHEMATICS, READING AND COMMUNICATION SKILLS THROUGH OCCUPATIONAL EDUCATION

REINFORCING RELATED BASIC SKILLS

Increased employer demands, coupled with fierce competition for employment in many occupational areas have made it vital that students moving into the job market be totally prepared to obtain and hold jobs. The experienced vocational instructor has long understood that preparation for the job market does not end with the development of hands-on skills.

This curriculum guide in Medical Assisting establishes a teaching framework which encompasses the skills and knowledge with which the students must become proficient. The inclusion of basic skills competencies demonstrates the interrelationships between the academic and vocational disciplines. The reading, communications and mathematics competencies presented in Medical Assisting were chosen in light of their relevance to that occupational area and their applicability to subjects being taught in the academic arena.

The strategies and activities which can be designed for the purpose of basic skills reinforcement are limited only by the imagination of the individual instructor. Each instructor must decide, based upon the needs of his/her students, what methods work best. Traditional student participatory activities such as preparing reports, viewing films, taking field trips, planning and completing hands-on operations, all present opportunities for basic skills reinforcement.

A reinforcement approach is an effective and workable mode of basic skills development in the occupational classroom setting. Therefore, it is important to remember that the primary responsibility for teaching academic competencies still rests with the teachers of those subjects. More appropriately, the role of the occupational instructor becomes one of assisting in the improvement of basic skills as a member of the educational team.

This method allows the instructor to focus on those reading, mathematics, and communication skills which relate directly to medical assisting. The short language references, reading comprehension assignments, arithmetic reviews and other basic skills activities are presented as examples of exercises which spark student interest and improve student performance. The items provide opportunity to apply two familiar teaching strategies which are the prime factors of the REINFORCEMENT approach: REVIEW and PRACTICE. Based upon classroom experiences, instructors of occupational subjects have found that, in many instances, it may be imperative to refresh students' memories with regard to a fundamental skill before demonstrating its application in the vocational area. It then becomes necessary to provide time for practice of that fundamental skill in order to ensure that it is fully understood. At this point, the instructor has a firm basis on which to move onto occupationally related activities without having to stop in midstream to explain a basic concept or operation.

This curriculum in Medical Assisting outlines the hand-on operations which should be covered during the course work. The second column of this guide also includes references to tasks which require certain levels of competency in mathematics, reading, and communications The third column contains basic skills activities which suggest appropriate topics for REVIEW and PRACTICE.

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REVIEW

Reviews of basic skills fundamentals are best presented as an integral part of class sessions devoted to the teaching of related information. The basic skills outlined for review in this guide have been keyed into specific topics where they were deemed most appropriate. However, the instructor is encouraged to add other reading, mathematics, and communication skills based upon student needs. The basic skills survey which appears at the end of this supplement may be helpful in selecting those specific competencies which relate directly to medical assisting. Each of the skills may then be reinforced at the most propitious time during the course work. For example, a review of the procedure for converting Fahrenheit to Celsius will also involve a review of:

- problem-solving techniques
- multiplying and dividing fractions
- finding a common denominator
- substituting numerical values in formulas

Examples of Review Activities

-Review basic business letter format
-Review procedure for converting Fahrenheit to Celsius
-Review placement of decimal point in multiplication

These fundamental arithmetic skills may again be reviewed when other related formulas are introduced.

PRACTICE

The practice exercises and assignments presented throughout the Medical Assisting curriculum guide are examples of the types of activities which instructors have found relatively easy to develop. Each item is short and self-contained. The items have been geared to practical applications in order to sustain the focus on preparation for employment.

Practice exercises provide opportunity for the student to develop proficiency in the skill which has been reviewed during the class session. The chart below lists examples of the types of activities which encompass both basic skill reinforcement and job preparation.

Area of Reinforcement	Job-related Application
vocabulary development	using the correct names of medical instruments and equipment while performing hands-on activities
mathematics	computing the total cost of a medical supply order
communications	completing a patient's medical history
reading comprehension	reading and interpreting instruction sheets for medical equipment

With the increased emphasis on strengthening basic skills, many teachers have begun to compile comprehensive files of worksheets (information/assignment sheets) which they use in a variety of teaching situations. These exercises often are used for homework assignments, student assessment or classroom practice.

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BASIC SKILL OVERVIEW

For purposes of establishing a workable and realistic teaching framework for the instructor, basic skills may be defined as those reading, mathematics and communications skills which are essential to:

- The student's overall understanding of the tasks and knowledge which comprise the course of study
- The student's ability eventually to perform satisfactorily as a worker in a job setting
- The student's ability to pass:
  - .standardized academic examinations
  - .occupational licensing examinations

Specifically, these skills may be viewed within the following broad categories:

-COMMUNICATION ARTS
- READING COMPREHENSION
- VOCABULARY DEVELOPMENT
- WRITING
- SPEAKING AND LISTENING

-MATHEMATICS

The chart on the following page lists several subskills under each broad category. These subskills are the areas where reinforcement is most important to students in occupational courses. This curriculum guide suggests methods by which these subskills can be presented for review and practice throughout the course. The instructor can then use these activities for lesson-planning purposes.

Following the chart are discussions of each of the major basic skills categories.

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RELATED BASIC SKILLS	
READING COMPREHENSION SKILLS	MATHEMATICS SKILLS
Locating the main idea Locating specific details Understanding written directions Recalling information Developing critical reading skills Inferring meaning Using contextual clues Discerning fact and opinion, bias and propaganda	Counting Adding whole numbers, fractions, decimals Subtracting whole numbers, fractions, decimals Multiplying whole numbers, fractions, decimals Dividing whole numbers, fractions, decimals Problem-solving (using equations, formulas, geometric principles) Understanding the metric system
WRITING SKILLS	SPELLING SKILLS
Using correct punctuation Using correct capitalization Understanding parts of speech Constructing complete sentences Understanding basic grammatical concepts Using technical terms appropriately	Spelling technical terms Using the dictionary Using helpful spelling rules to add suffixes (word endings) Recognizing commonalities in words (word families, word parts)
VOCABULARY DEVELOPMENT	SPEAKING AND LISTENING SKILLS
Learning technical terms Using decoding skills to determine word meanings Recognizing roots, prefixes and suffixes Dividing words into parts (syllables) Developing sight vocabulary Using contextual clues	Using standard English Practicing appropriate voice volume Relating and receiving directions Relating and receiving specific details Interpreting information and meaning Drawing conclusions Relating and receiving non-verbal messages Using technical terms appropriately

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READING COMPREHENSION

The use of printed materials, which present information about medical assisting is a lively and effective means of reinforcing reading comprehension skills. Those students who have experienced difficulties with reading in other areas can be motivated and provided with numerous materials which are pertinent to the trade being studied.

Textbook passages, professional journals, catalogs, and medical histories are examples of the types of reading materials which may be used. From these, reading comprehension exercises which emphasize specific skill reinforcement may be developed.

Several strategies can be utilized to assist in strengthening reading competencies:

-Emphasizing the importance of improving specific comprehension skills

-Constructing a variety of comprehension questions which are keyed to related reading materials

-Introducing unfamiliar terms prior to making a reading assignment

-Assigning short reading passages for thorough understanding

-Emphasizing thorough note-taking

-Selecting textbooks and other written teaching materials based upon readability (the reading difficulty of printed material)

-Explaining the format of a variety of reference sources

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MATHEMATICS SKILLS

Instruction which draws on realistic settings and problems in strengthening computational skills helps students transfer this learning to new situations. Additionally, the realization that most students will eventually become worker, taxpayers and consumers opens up a wide range of possibilities for demonstrating the importance and practicality of possessing a sound background in mathematics. Basic arithmetical concepts and operations must be prerequisites for all students who are enrolled in health-related courses. The following suggestions may assist the instructor in the reinforcement of a related computational skill:

-Present the concept with the context of a vocationally related application.

-Review the fundamental steps in the operation.

-Provide opportunity for group discussion and practice.

-Provide assignments which include vocationally related word problems

Related mathematics for medical assistants also includes several business-related applications such as computing sales tax, preparing patient's bills, and balancing a checkbook. Students who do not have a command of the fundamentals should be encouraged to review pertinent notes and textbook chapters from their mathematics textbooks. This strategy helps to crystallize and reinforce linkages between the two disciplines.

The use of teacher-made assignment sheets is a creative and flexible means of providing the sustained repition which leads to mastery of related mathematical operations and concepts. The sample exercise which follows is an example of how these assignment sheets may be constructed.

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Sample Assignment Sheet

CHECKING ACCOUNT TRANSACTIONS

Directions:	Complete all transactions for Dr. Sharon Henry, 469 Morris Avenue, Brooklyn, New York 11201. Her checking account number is 140-201632.

TRANSACTION A:

Prepare checking account deposit slip for deposit on 9/18/82.

Check items
$55
$60
$20.80
$42.50

Cash items	
1	$100 bill
20	$10 bills
25	$5 bills
46	$1 bills
8	$20 bills
10	dimes
2	quarters

DEPOSIT-STATEMENT ACCOUNT

DATE _____

INDEPENDENCE SAVINGS BANK

ACCOUNT NUMBER

NAME _____

PRESENT ADDRESS _____

NEW ADDRESS?? PLEASE NOTIFY TELLER.

	DOLLARS	CENTS
Coin		
Bills		
Check		
"		
"		
"		
TOTAL		
Less Cash Returned		
Deposit		

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CHECKING ACCOUNT TRANSACTIONS

TRANSACTION B:

Enter total deposit from 9/18/82 on checkstub #56. Bring forward $2,560.82. Prepare check #56 in the amount of $59.60 to Adams Office Supply. Date check 9/20/82.

No. Date 19 To For Dollars Cents Bal. Bro't For'd Am't Deposited Total Am't This Check Bal. Car'd For'd	Your City 19 No. Pay to the order of $ Dollars Memo

TRANSACTION C:

Prepare check #57 for $190.82 to Ajax Towel Supply. Date check 9/21/82. Complete check stub.

No. Date 19 To For Dollars Cents Bal. Bro't For'd Am't Deposited Total Am't This Check Bal. Car'd For'd	Your City 19 No. Pay to the order of $ Dollars Memo

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WRITING SKILLS

By emphasizing the mechanics of spelling, punctuation, word usage and sentence structure in a variety of simulated work-related situations, the instructor will be able to help students understand the practicality of what they often perceive as abstract notions which have no meaning in the real world.

Each pre-vocational and occupational subject will require a different level of proficiency with respect to writing skills. As needs arise, practice can be given with particular rules that are used frequently. Therefore, the instructor must make an initial analysis of the writing skills which are required for adequate job performance in medical assisting. There are, however, common areas of student deficiency, which include the inability to:

-Write legibly

-Compose comple sentences

-Use words appropriately (including medical terms)

-Spell words correctly

-Punctuate sentences correctly

Improvement in these areas is based upon the systematic inclusion of these skills in classroom activities. The use of actual materials such as appointment cards, business letters and tax forms will require the student to apply basic writing standards to job-related situations. If students understand from the outset that all written work will be checked for adherence to these standards, they will be more conscious not only of what they write, but how they write it.

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SPELLING SKILLS

Spelling skills are most effectively reinforced in conjunction with vocabulary development and/or writing practice. Students will become increasingly at ease with spelling technical terms if they are encouraged to use them in a variety of work-related applications.

Listed below are several suggested strategies for improving writing and spelling skills:

- .Encouraging students to answer test and review questions in complete sentences
- .Assigning students to summarize related reading passages
- .Assigning students to write letters requesting information and/or services
- .Giving periodical spelling quizzes and team spelling competitions
- .Having students proofread each other's work for spelling errors
- .Dictating directions, letters and short messages
- .Assigning periodic dictionary study (including technical dictionaries) for homework or classroom assignments
- .Labeling machines and equipment in the classroom
- .Encouraging students to identify familiar letter sounds and word families (including prefixes, suffixes and word roots)
- .Having students label diagrams and drawings of body systems
- .Applying spelling rules to medical terminology

VOCABULARY DEVELOPMENT

Each professional area has its own unique set of terms. These are highly specialized words and phrases which are peculiar to the particular profession. Mastery of these terms contributes directly to a more thorough understanding of the course work.

It is suggested that terms related to medical assisting be used as the basis for the development of individual notebook glossaries. As new topics are presented, the related vocabulary may be introduced as an integral part of the overall lessons. The exploration of six or seven new words within the context of a skills lesson strengthen vocabulary development by presenting trade-related terms in a realistic framework. The systematic building of a notebook glossary allows the instructor to easily review key terms and to reinforce spelling, pronunciation and usage (oral and written).

Other effective strategies include:

.Highlighting selected word roots, prefixes, and suffixes, as they appear in related vocabulary listings. Medical terminology contains many word parts with which students should become familiar.

.Dividing a complex word into familiar syllables in order to arrive at a definition.

.Encouraging use of contextual clues during oral and written reading assignments. (Here, the student is encouraged to decide upon the meaning of an unfamiliar word, based upon his/her knowledge of other words in the sentence.)

.Encouraging students to use technical terms in simulated work situations.

.Encouraging the use of medical dictionaries and other related references.

COMMUNICATIONS (SPEAKING AND LISTENING)

Perhaps the most overlooked components in the basic skills compendium are the speaking and listening skills. Yet, competency in these areas is critical to future job success. Additionally, the very nature of the learning activities within the occupational classroom setting requires students to employ these critical skills.

By building an awareness of common errors and focusing on the dynamics involved, the instructor can assist in developing solid communications skills. For example, following oral directs is an activity which is a fundamental component of the teaching/learning process. This process includes several clearly defined steps which can be presented for review and practice. They are:

- Listening to and interpreting the entire explanation
- Understanding and determining the steps involved
- Completing and checking each step before proceeding to the next
- Verifying (checking) the entire action taken and the results obtained

Classroom simulations which approximate actual on-the-job situations lend excitement and realism to the systematic practice which is necessary for achievement in this area. These activities can be enhanced by the use of audio/video tapes which allow students to hear and see themselves in various situations. Even more germane to student performance is the example set by the instructor. By stressing acceptable English, speaking slowly and distinctly and responding carefully to questions, the teacher sets the standards which will carry over into other life experiences.

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IDENTIFYING RELATED BASIC SKILLS

Basic Skills Checklist Medical Assisting

1. What specific math skills should be emphasized during the teaching of this course?

   ( ) Adding whole numbers_____fractions_____decimals_____

   ( ) Subtracting whole numbers_____fractions_____decimals_____

   ( ) Multiplying whole numbers_____fractions_____decimals

   ( ) Dividing whole numbers_____fractions_____decimals

   ( ) Using equations and formulas (measuring, calculating)

   ( ) Understanding geometric principles (angles, volume, area)

   ( ) Other _____

2. What measuring instruments or devices are used in this occupational area?
   (Examples: thermometers, graduated cylinders, postage meter)

   _____ _____ _____

   _____ _____ _____

3. What actual on-the-job applications of math skills in the occupational area should be emphasized during the teaching of this course?
   (Examples: balancing a checkbook, computing dosages, taking inventory)

   _____

4. What specific reading skills should be emphasized during the teaching of this course?

   ( ) Understanding written directions

   ( ) Determining main idea

   ( ) Reading technical data

   ( ) Identifying and interpreting specific details

   ( ) Decoding unfamiliar terms

   ( ) Expanding sight vocabulary (medical terms and abbreviations)

   ( ) Other _____

5. What teaching strategies for improving reading comprehension skills could be incorporated into the teaching of this course:

   ( ) Use of textbooks ( ) Use of information sheet

   ( ) Use of medical histories ( ) Use of newspapers and medical journals

   ( ) Other _____ ( ) Use of medical and office supply catalogs

This basic skills checklist will help in the identification of discrete subskills and on-the-job applications which are most relevant to Medical Assisting

6. What writing skills should be emphasized during the teaching of this course?

( ) Writing complete sentences

( ) Using correct punctuation

( ) Capitalizing abbreviations, letter symbols and sentences

( ) Spelling medically-related terms

( ) Other _____

7. What actual on-the-job applications of writing skills could be incorporated into this course?

( ) Completing patient forms

( ) Writing business letters

( ) Completing catalog order forms

( ) Completing patient bills

( ) Completing application forms

( ) Other _____

8. What communication skills (listening and speaking) should be emphasized during the teaching of this course?

( ) Interpreting and following directions

( ) Listening for and interpreting specific information

( ) Drawing conclusions

( ) Inferring meaning

( ) Using standard English

( ) Using decoding skills to pronounce words correctly

( ) Using medical terms in appropriate context

( ) Asking questions to obtain specific information

( ) Demonstrating a pleasant and cooperative manner

( ) Other _____

9. What on-the-job applications of speaking and listening skills can be presented in real or simulated situations during the teaching of this course?

( ) Face-to-face dialogue with patients

( ) Receiving and relating telephone messages

( ) Explaining medical procedures

( ) Other _____

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